Mission, Strategies and Actions

Mission Statement

The Ministry of Education provides strategic, innovative, and collaborative leadership to the early learning and child care, Prekindergarten through Grade 12 education, literacy, and library sectors. It promotes higher student achievement and well-being for Saskatchewan children and youth, and improved literacy skills for all, as a foundation of the Province's social and economic growth.

Strategy

Support higher achievement of First Nations, Métis, and non-Aboriginal PreK-12 students and improved literacy and numeracy of all learners

Key Actions

- Cultivate an environment throughout the education system that fosters greater student performance and achievement and focuses on reducing absenteeism and increasing graduation rates:
  - perform foundational work to renew our provincial approach to student assessment for Saskatchewan's PreK-12 education sector;
  - ensure that outcomes-based curriculum, developed by the Ministry in English and French in targeted areas of study, are implemented by school divisions;
  - assess factors influencing student engagement and their impact on attendance and graduation rates; and,
  - begin development of targets to demonstrate progress made in the area of improving student achievement.
- In collaboration with the Ministries of Advanced Education, Employment and Immigration and First Nations and Métis Relations, develop and implement a provincial strategy for First Nations and Métis learners that focuses on attendance, literacy and student performance, achieves equitable graduation rates at the secondary and post-secondary levels, and expands workforce participation:
  - support school divisions through the First Nations and Métis Education Achievement Fund to undertake initiatives that lead to improved educational outcomes for First Nations and Métis learners; and,
  - together with the Federation of Saskatchewan Indian Nations (FSIN), support the Joint Task Force on First Nations and Métis Education and Employment, which will engage in dialogue and provide a final report focused on initiatives that have the greatest positive impact in achieving: equitable outcomes in early childhood/ transitions to school, high school completion, post-secondary completion, and labour market attachment; and an enhanced quality of life.
- Support summer literacy camps in 20 communities, focusing on Aboriginal and vulnerable communities.
- Support community-driven family, student and workplace literacy projects and research.
- Develop a strategy to support higher student achievement in mathematics, reading, and science to a level equal to the Canadian standardized average.
- Incorporate treaty education outcomes throughout K-12 curriculum as it is developed.
- Ensure development of curricula that includes environmental education, conservation and sustainability for all schools by developing a K-12 framework for Education for Sustainable Development (ESD) to be incorporated into K-9 outcomes-based curricula already developed and into secondary level curricula being developed.

Photo Credit: Tourism Saskatchewan, Greg Huszar Photography, Dock Jumpers

Strategy

Provide equitable opportunities for all students regardless of where they live or their personal circumstances

Key Actions

- Strengthen early learning and child care by establishing 500 child care spaces, including school-based sites, as the Ministry works towards Government's commitment of 2,000 spaces in the next four years.
- Strengthen early learning for vulnerable children by providing funding for 15 new Prekindergarten programs.
- Continue to advance technological infrastructure and further expand distance education and tele-learning opportunities.
- Establish language assessment capacity in select school divisions to help determine language ability of immigrant students and their families in order to fulfill their literacy and learning needs.
- Support the Prince Albert Community Mobilization Partnership by identifying promising practices, helping to advance long-term strategies and actions, and utilizing best practices in other communities.
- Begin development of targets to demonstrate progress in the provision of equitable opportunities for all students.

Strategy

Support all early learning to Grade 12 learners in smooth transitions throughout the course of their education

Key Actions

- Enhance the Student Data System (SDS) to maximize supports to student transitions by:
  - establishing the use of a unique identifier in the SDS to track student flow from PreK-12 to post-secondary education;
  - implementing an identifier in the SDS for students needing English/French as an Additional Language supports;
  - developing a more effective process collecting and maintaining self-declaration data of First Nations and Métis students;
  - enabling data collection, storage and reporting to support the renewed approach to student assessment;
  - enabling reporting that meets the information needs of First Nations in monitoring the success of their students; and,
  - reviewing the SDS to determine if the system is meeting the needs of the Ministry and the sector in supporting students throughout the course of their education.
- Begin development of strategies to improve the transitions of northern students in the K-12 system.

Photo Credit: Tourism Saskatchewan, Greg Huszar Photography, Over the Hill Orchards

Strategy

Support strong system-wide accountability and governance

Key Actions

- Expand the Continuous Improvement Framework (CIF) to become the Continuous Improvement and Accountability Framework (CIAF) by clarifying strategic direction for the education system, and determining expectations for all Ministry sectors, beginning with the K-12 education sector.
- Work with school divisions, through annual CIAF conferences, to support the engagement of School Community Councils in Learning Improvement Plans.
- Implement participation by Historical High Schools and Qualified Independent Schools in the CIAF.
- Introduce regulations and develop policy for Qualified Independent Schools.
- Implement the new K-12 Education Funding Model.
- Work with school divisions to achieve increased efficiency. Efficiency is measured by the relationship between spending and student outcomes.
- Support the application of Lean methodology in school divisions by supporting training opportunities.

Strategy

Enhance learning facilities, including child care centres, PreK-12 institutions and public libraries

Key Actions

- Develop a long-term PreK-12 infrastructure strategy that will foster a shared process of innovative ideas about how the Province can sustain its learning facilities:
  - work with school divisions to ensure the implementation of a shared ownership capital model;
  - review the Major Capital prioritization process and the current Block Capital process; and,
  - transform the Major Capital process into contract-based funding agreements between the Ministry and school boards.
- Implement the paperless, web-based Facility Asset Management for Education (FAME) system and begin discussion for future changes that will enable the condition of schools to be captured and accurately reported.

Photo Credit: Enterprise Saskatchewan, Greg Huszar Photography, Mosaic Belle Plaine site

Strategy

Improve the effectiveness and efficiency of the Ministry's programs and services so as to ensure the best use of public funds

Key Actions

- Continue to implement public service renewal initiatives to ensure a focus on core business, citizen-centred service, effectiveness and efficiency, with student achievement providing a focal point for all renewal efforts:
  - develop and implement an e-business solution for student transcripts;
  - complete at least four Lean Value Stream Mapping events to generate efficiencies through improved processes;
  - utilize recommendations from the curriculum development review to balance Ministry resources between curriculum, instruction and assessment;
  - develop a renewed process for the First Nations and Métis Achievement Fund; and,
  - implement a Ministry-wide service agreement management system to improve fiscal and service delivery oversight.

Photo Credit: Ministry of Education

Measure

Performance of 15 year-old students in mathematics, reading and science in the Programme for International Student Assessment (PISA)

		Saskatchewan	Canada
Mathematics	2000 (baseline)	525	533
	2003	516	532
	2006	507	527
	2009	506	527
Reading	2000 (baseline)	529	534
	2003	512	528
	2006	507	527
	2009	504	524
Science	2000 (baseline)	522	529
	2003	506	519
	2006	517	534
	2009	513	529

2000 and 2003 Source: Statistics Canada and the Council of Ministers of Education, Canada 2006, Report of the Pan-Canadian Education Indicators Program 2005
2006 and 2009 Source: Statistics Canada (2007 and 2010), Measuring Up: Canadian Results of the OECD PISA Study, The Performance of Canada's Youth in Science, Reading and Mathematics, Tables B1.1, B2.1, B2.2

Measure Description

The PISA is a collaborative effort among member countries of the Organisation for Economic Co-operation and Development (OECD). It is designed to provide policy-oriented international indicators of the skills and knowledge of 15-year-old students and sheds light on a range of factors that contribute to successful students, schools and education systems.

The PISA study measures skills that are generally recognized as key outcomes of the educational process and are believed to be pre-requisites to efficient learning in adulthood and for full participation in society. The scales, which are used to arrive at overall reading, mathematics and science scores, were standardized to produce an international average of 500, with two-thirds of student scores between 400 and 600.

In Canada, approximately 23,000 15-year-olds from about 1,000 schools across the 10 provinces participated in PISA 2009. This measure, in support of the strategy to *support higher achievement of First Nations, Métis and non-Aboriginal students and improved literacy and numeracy of all learners*, shows that Saskatchewan 15-year-olds performed statistically significantly below the Canadian average in all performance areas measured, and are trending downward in mathematics and reading in particular.

Photo Credit: Tourism Saskatoon, City of Bridges

Measure Description Continued

Many factors influence student performance, some of which are beyond the control of the Ministry or boards of education to influence, such as individual motivation and personal circumstances. *The Education Act, 1995* directly delegates responsibility for specific aspects of education to the Minister of Education and for other aspects to boards of education.

The Ministry's role in achieving this strategy is to develop curricula that engages students, to provide supports to teachers and students, and to provide funding for PreK-12 programs and services that are delivered by sector partners. The Ministry has instituted initiatives such as School Community Councils as a means of effecting a change in these results. The Continuous Improvement and Accountability Framework (CIAF) fosters collaboration between the Ministry and school boards around accountability, planning and results.

For more information go to http://www.education.gov.sk.ca/AFL/National-International.

Photo Credit: Ministry of Tourism, Parks, Culture and Sport, photo by Paul Austring, Blue Sky over Duck Mountain

Measure

Student performance in mathematics, reading and writing, and science on the national Pan-Canadian Assessment Program (PCAP)

		Saskatchewan	Canada
Mathematics	2007 (baseline)	461	500
	2010	474	500
Overall[1] Reading	2007 (baseline)	471	500
	2010	491	500
Science	2007 (baseline)	480	500
	2010	488	500

[1] *Scores include three sub-domains of the integrated process of reading: comprehension, interpretation, and response to text.*

Source: The Council of Ministers of Education, Canada (2007; 2011). PCAP-2010 Report on the Pan-Canadian Assessment of Mathematics, Science, and Reading.

Measure Description

The PCAP 2010 is the continuation of the Council of Ministers of Education Canada's commitment to inform Canadians about how well their education systems are meeting the needs of students and society. The information gained provides ministers of education with a basis for examining the curriculum and other aspects of their school systems. The scales, which are used to arrive at overall reading, mathematics and science scores, were standardized to produce a national average of 500, with two-thirds of student scores between 400 and 600.

In Canada, approximately 32,000 Grade 8 students from 1,600 schools across the country were tested in PCAP 2010. All students answered questions in all three domains, with mathematics being the primary domain in 2010. Approximately 24,000 students responded in English, and 8,000 in French. This measure is in support of the strategy to *support higher achievement of First Nations, Métis and non-Aboriginal PreK-12 students and improved literacy and numeracy of all learners.* Although this is just one measure of student achievement at one age level, and Saskatchewan students did improve over 2007 scores in all three domains, the 2010 mean score for Saskatchewan students remains statistically significantly lower than that of Canadian students overall, in all three domains.

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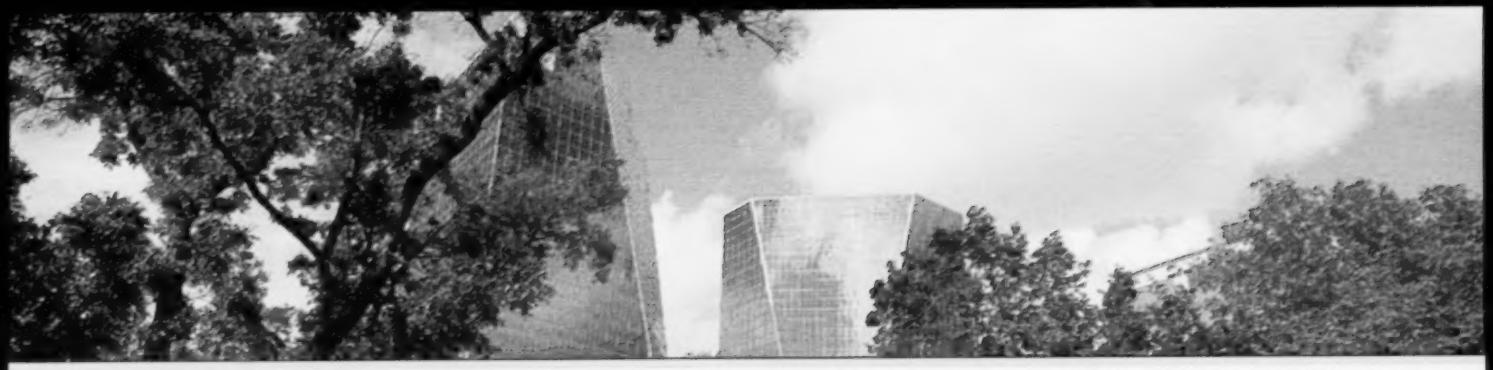

Photo Credit: Tourism Saskatchewan, Hans-Gerhard Pfaff, Victoria Park, Downtown Regina

Measure

Per cent of students[1] in a cohort[2] entering Grade 10 in the year shown who complete Grade 12 within three, four or five years

Entered Grade 10	Within 3 years		Within 4 years		Within 5 years	
	All	FN&M[3]	All	FN&M	All	FN&M
2000-01	73.1	29.0	78.0	39.6	79.7	46.5
2001-02	73.2	27.3	77.8	37.8	79.7	43.9
2002-03	73.9	29.0	78.6	38.9	80.5	46.1
2003-04	75.0	30.8	79.0	39.9	80.4	45.0
2004-05	75.6	31.4	79.7	41.1	81.4	47.0
2005-06	73.8	31.4	78.4	41.5	80.1	47.2
2006-07	74.6	31.8	79.5	43.0	81.1	48.1
2007-08	74.2	33.0	78.8	43.2	n/a	n/a
2008-09	72.3	32.7	n/a	n/a	n/a	n/a

[1] *Data includes students in provincially funded, Independent, and First Nations schools.*
[2] *Grade 10 cohort consists of students having marks in at least two Grade 10 subjects and enrolled in Grade 10 for the first time.*
[3] *Self-declared First Nations, Métis and Inuit students.*
Note: Student Data System numbers may differ from those previously reported due to broader inclusion of students on the System, and due to ongoing maintenance and updating of the System.
Source: Ministry of Education, Student Data System

Measure Description

Almost three-quarters of Saskatchewan students graduate within three years of entering Grade 10. However, some students need more time to complete all the courses necessary to graduate, and continue in school longer than the typical three years after beginning Grade 10.

Youth who do not graduate from high school are at a serious disadvantage in terms of personal and economic success. As well, achieving equitable graduation rates between First Nations, Métis and non-Aboriginal learners is an economic, social, and ethical necessity. This measure, in support of the strategy to *support higher achievement of First Nations, Métis and non-Aboriginal PreK-12 students and improved literacy and numeracy of all learners*, reflects the persistence of Saskatchewan students in achieving Grade 12 graduation within five years of entering Grade 10. The rate has remained relatively stable since 2001.

Many factors influence student performance, some of which are beyond the control of the Ministry or boards of education to influence, such as individual motivation and personal circumstances. *The Education Act, 1995* directly delegates responsibility for specific aspects of education to the Minister of Education and for other aspects to boards of education.

The Ministry's role in achieving this strategy is to develop curricula that engages students, to provide supports to teachers and students, and to provide funding for PreK-12 programs and services that are delivered by sector partners. The Ministry has instituted initiatives such as School Community Councils as a means of influencing these results. The Continuous Improvement and Accountability Framework (CIAF) fosters collaboration between the Ministry and school boards around accountability, planning, and results.

For more information go to http://www.education.gov.sk.ca/IMS.

Photo Credit: Ministry of Education

Measure

Student transitions between Grades 7 and 10, by student characteristic

	Grade 7 Cohort			Three Years Later					
				Still in School [3]			Not Re-Enrolled		
	2005-06[1]	2006-07[1]	2007-08[2]	2005-06 Cohort	2006-07 Cohort	2007-08 Cohort	2005-06 Cohort	2006-07 Cohort	2007-08 Cohort
TOTAL	13,541	13,447	13,251	96.0%	96.7%	96.4%	4.0%	3.3%	3.6%
Self-Declared Aboriginal	2,887	2,992	3,017	93.6%	94.1%	94.3%	6.4%	5.9%	5.7%
Male	7,037	6,888	6,734	96.1%	96.9%	96.6%	3.9%	3.1%	3.4%
Female	6,504	6,559	6,517	95.9%	96.6%	96.3%	4.2%	3.5%	3.7%
Urban	7,448	7,384	7,294	96.2%	97.8%	97.7%	3.8%	2.2%	2.3%
Rural	5,236	5,215	5,107	96.4%	96.4%	96.1%	3.5%	3.6%	3.9%
North	857	848	850	90.9%	89.5%	87.9%	9.1%	10.5%	12.1%

[1] *Data is at July 29.*
[2] *Data is at August 29.*
[3] *Students are either in Grade 10 or continuing a previous grade.*
Source: Ministry of Education, Student Data System.

Measure Description

There are several critical transitions as students move into, through and out of the PreK-12 education system. The transition from middle to secondary grades is of particular importance in the persistence to completing Grade 12. This measure follows three cohorts of Grade 7 students, tracking their transitions over the next three years.

This measure, in support of the strategy to *support all early learning to Grade 12 learners in transitioning throughout the course of their education*, shows there is not much difference between male and female students, or urban and rural students after three years. However, the data does show that northern students in all three cohorts have the lowest proportion still in school after three years; and that self-declared Aboriginal and northern students have the highest proportion of students not re-enrolled after three years.

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For more information go to http://www.education.gov.sk.ca/IMS.

Photo Credit: Tourism Saskatoon, River Landing Riverfront Park at Dusk

Measure

Age of provincially funded schools

Year of Construction [1]	Number of Schools	Proportion of Schools
Before 1980	631	87.6%
1980-81 to 1989-90	42	5.8%
1990-91 to 1999-00	18	2.5%
2000-01 to 2009-10	24	3.3%
2010-11	5	0.7%
TOTAL	**720 [2]**	**100%**

[1] *Includes replacement schools.*
[2] *Number of schools at September 30 in most recent year shown.*

Source: Ministry of Education, Corporate Services Branch

Measure Description

The provision and maintenance of high quality learning facilities has a direct impact on the system's ability to help students achieve optimal performance.

This measure demonstrates that approximately 88 per cent of provincially funded schools were constructed 30 or more years ago, with an estimated 15 per cent (97) of those schools being constructed 60 or more years ago. Statistics Canada estimates the service life of education buildings at about 40 years. While the physical condition of some of these aging schools may be satisfactory, changes in teaching and learning practices and the introduction of additional programs or initiatives may make these schools functionally obsolete, requiring additional and/or redesigned space. This presents particular challenges when trying to retrofit existing schools to these new requirements such as: supporting vulnerable children; providing space for child care and PreK programs; providing facilities that support First Nations and Métis language and cultural programming; and dual language programming.

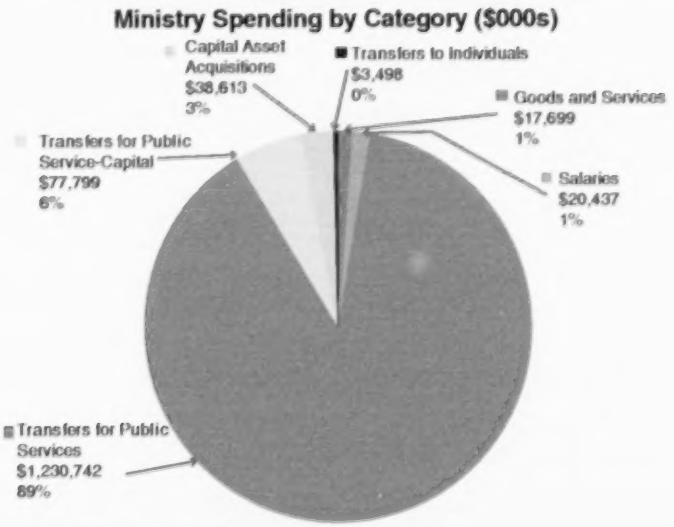
The Ministry's strategy to enhance learning facilities including child care centres, PreK-12 institutions and public libraries is also challenged by a number of factors such as enrolment fluctuations, inflation in the construction industry, resource availability and economic realities.

For more information go to http://www.education.gov.sk.ca/infrastructure-unit-facilities.

Financial Summary

2012-13 Estimates	(in thousands of dollars)
Central Management and Services	15,530
K-12 Education	1,295,567
Early Years	62,931
Literacy	2,746
Provincial Library	12,014
Ministry Operations Appropriation	**1,388,788**
Capital Asset Acquisitions	(38,613)
Capital Asset Amortization	1,000
Ministry Expense	**1,351,175**
Teachers' Pension and Benefits	244,892
Total Appropriation	**1,633,680**
Ministry FTE	**296.4**

For more information, see the Budget Estimates at: http://www.finance.gov.sk.ca/budget2012-13/


Ministry Spending by Category ($000s)
Capital Asset Acquisitions $38,613 3%
Transfers to Individuals $3,498 0%
Goods and Services $17,699 1%
Transfers for Public Service-Capital $77,799 6%
Salaries $20,437 1%
Transfers for Public Services $1,230,742 89%

Notes:
- *Excludes Teachers' Pension & Benefits and amortization of capital assets.*
- *Transfers for Public Services ($1,230.742M) consist primarily of payments to school divisions and child care facilities for operations.*
- *Transfers for Public Service – Capital ($77.799M) consist primarily of grants to school divisions for investment in infrastructure.*
- *Capital Asset Acquisitions ($38.613M) funding for major government-owned capital projects.*
- *Transfers to Individuals ($3.498M) provides targeted programs for young children and children with disabilities, and their families.*

Photo Credits: Canola and flax fields, Photographer, Charles Melnick

Highlights

The following are key announcements from the Ministry of Education's 2012-13 Budget:

- The overall funding for school divisions in 2012-13 is $1.74 billion, an increase of 5.0 per cent. This includes a $59 million increase to School Operating. Of this $59 million, $10 million is provided for transition funding to moderate any notable shifts in funding due to the new distribution model.
- In 2012-13 there will be $116.4 million for capital funding consisting of: $111.4 million for school capital, $4 million for school based child care capital and $1 million for Prekindergarten capital.
- $46 million in operating funding for child care, including $2 million to create 500 new child care spaces. 15 new Prekindergarten programs for vulnerable 3 and 4 year olds will also be developed. This will bring the total number of licensed child care spaces to approximately 13,240 and the total number of designated Prekindergarten programs to 286.
- $4.3 million is committed to programs which support more equitable outcomes for First Nations and Métis students.
- $0.5 million is also committed to summer literacy camps to reduce summer reading loss by engaging children in camp activities rooted in literacy and numeracy.
- Public libraries and Community-Based Organizations (CBO's) will receive a 1.6 per cent increase in funding.
- An additional $0.6 million is being provided to assess the readiness of new immigrant/English as an Additional Language students.

For More Information

Please visit the Ministry's website at www.education.gov.sk.ca for more information on the Ministry's programs and services.

Front Page Photo Credits

Canola and flax fields	*Biking, Narrow Hills Provincial Park*	*Motherwell Homestead National Historic Site of Canada*	*Saskatchewan Legislative Building*
Photographer, Charles Melnick	*Greg Huszar Photographry*	*Greg Huszar Photographry*	*Greg Huszar Photographry*